***TRAINING III Focus on Vocabulary Development and Media***

Agenda:

1. Each site, shared their Literacy Logs on actual reading activities they performed
2. Which extension activities from Training II did they use:
3. Introduce a plan for Wednesdays as Media Day, using the Martha Speaks Curriculum from PBS
4. Jigsaw read of the Summary
5. Go to the site on IPADS – everyone register
6. Go to Buddy Reading Site and explore each tab and all the resources
7. Make a plan for implementation using the teacher’s check list.
8. Schedule the next training

**USING READING BUDDIES TO DEVELOP**

**AND ENHANCE CHILDREN’S VOCABULARY**

Research shows that oral vocabulary plays a powerful role in determining a child’s academic success. In fact,

the size of a first grader’s oral vocabulary is a reliable predictor of that student’s eleventh-grade reading

comprehension. Vocabulary is the “single most encountered obstacle” many students face in learning to read in school. Reading buddies programs are an excellent way to address their learning needs

**The MARTHA SPEAKS Reading Buddies Program – 8 WEEKS**

[**www.pbskids.org/martha/parentsteachers/readingbuddies**](http://www.pbskids.org/martha/parentsteachers/readingbuddies)

The MARTHA SPEAKS, Reading Buddies Program specifically addresses the educational needs of children with

limited vocabulary knowledge. Students gain rich and varied instructional experiences with words, greater

word awareness and interest in words, and exposure to the multiple dimensions of words: all essential tools for

developing and improving vocabulary. Older and younger students hear and use new words in a variety of contexts.

The program pairs kindergarten students with fourth- or fifth-grade students to meet one-on-one for eight

sessions. Each session follows these four steps:

**Step One: Watching the Show -** All episodes for the Reading Buddies Program can be found at www.pbskids.org/martha/parentsteachers/readingbuddies/episodes.html.

**Step Two: Word Play Games and Activities -** The games and activities that use and practice the new vocabulary words highlighted in the episode. Students used laptops to visit the MARTHA SPEAKS Web site at [www.pbskids.org/martha](http://www.pbskids.org/martha) which has many educational games.

**Step Three: Reading Together -** Big Buddies read a book that had been chosen because it used the new vocabulary words in it or was related to the theme, so that the discussion would encourage the use of the words.

**Step Four: Journal Writing - P**airs write together in the Reading Buddies Journal. (www.pbskids.

org/martha/parentsteachers/readingbuddies/student\_materials.html). A different writing prompt, using key

vocabulary, was provided for each session. Buddies are encouraged to use the new words in their responses. The Big Buddies helped their Little Buddies respond to a question verbally, then helped them draw a picture and/or write a response. Little Buddies dictated what they wanted to say to their Big Buddies, or, if the Little Buddies could write, Big Buddies helped them spell the words.

**The complete MARTHA SPEAKS Reading Buddies Program is available online at**

**pbskids.org/martha/parentsteachers/readingbuddies.**

**You can stream episodes online or download them from iTunes.**

**Free resources, including instructions for teachers, a Big Buddy Guide, Games & Activities, a Journal, Certificates of Achievement, Home-School Connection materials, and more are available to download and print out. You can also purchase the “MARTHA SPEAKS Reading Buddies Tool Kit” DVD, containing all the episodes and materials, from** [**http://teacher.shop.pbs.org**](http://teacher.shop.pbs.org)**.**

Each fourth-grade student received a Big Buddy Guide from www.pbskids.org/martha/parentsteachers/readingbuddies/student\_materials.html) that clearly

stepped out each session and essentially served as a lesson plan for Big Buddies to follow.

PAIRING

More skilled fourth-grader paired with a low-level kindergarten

Less skilled fourth-grader paired with a higher-level kindergarten reader.

Also paired students who had difficulty staying on task with students who were able to stay on task.